

Learning Objectives	Activities and Experiences	Key Questions
<p>to describe beliefs about Jesus and link them to stories about:</p> <ul style="list-style-type: none"> • his birth • the baptism • the temptations • the transfiguration; <p>to ask questions about the nature of Jesus and God and link their own answers to those of others</p>	<p>Design an illustrated timeline of Jesus' life (birth, baptism, temptations, ministry, transfiguration, ministry, Palm Sunday, Last Supper, betrayal, trial, death, resurrection). Divide pupils into groups of 4 or 5. An individual from each group looks at the line for 10 seconds and returns to their group to draw what they remember. After all group members have had their turn they compare the work to the original. Remind pupils of each event::</p> <p>Birth: pupils research the meaning of 'incarnation'. Look at John 1: 1 -14, especially vv 1, 2 & 14. Discuss the importance of words and what is meant by the Word. Pupils invent words and discuss their meanings. (Look at invented words eg 'Lewis Carroll's 'Jabberwocky'.) Write poems about the children's words and God's Word.</p> <p>Baptism: (Mark 1: 9 – 11) Discuss the symbolism of water and the meaning of God's Son. Draw up lists of how sons may be like their fathers and Jesus like God. In groups devise sound presentations of the Baptism and explain their meanings.</p> <p>Temptations: (Luke 4: 1 – 13) Discuss the three visions and the roles which Jesus rejects (provider of food; magician / escapologist; world ruler). Provide a visualisation of part or all of the story and discuss the children's resulting thoughts and feelings.</p> <p>Transfiguration: (Mark 9: 2 – 8). Discuss which famous people the children would like to meet and why.</p> <p>Read about the transfiguration and the significance of Moses and Elijah on mountains (Exodus 19: 16 – 20 & I Kings 19: 11 – 13). Discuss similarities between the three stories set on mountains. Read what the voice says and link this to the baptism, Discuss what this experience says about Jesus and God.</p> <p>Design a triptych of the three encounters with God on mountains. Write poems about each event. (Suggested title: Meeting with God)</p>	<p>What does 'incarnation' mean? What does it mean in Latin? Could you spend a day without speaking? Why (not)? What would be difficult if there were no words? Where do words come from? How many words are there? What word would you invent? Why? Why does God need words? What does God do with words? What is <u>the</u> Word? (cf Aum in Hinduism) Which man does the Word become? What does that say about Jesus' relationship to God?</p> <p>Why is water used in Christian baptisms? Why does baptism symbolise a new start in life? In what ways might sons be like their fathers? In what ways is Jesus like God? In what ways are humans like God (all children of God)? In what ways are they not like God? Why should Jesus be called God's Son (capital S)? Why should God love Jesus and be pleased with him?</p> <p>Why does Jesus think of bread? What does he mean by, "A person does not live only by eating bread"? Which vision tempts Jesus to become a ruler? Why does he reject this? Why does he not want to be a stuntman? What sort of person does Jesus want to be? What sort of person do you want to be? What sort of person are you tempted to be? How do you overcome this?</p> <p>Who would you like to meet and why? In what ways would you like to be similar to your chosen person?</p> <p>Who were Moses and Elijah? How important were they? What took place when Moses and Elijah were on Mount Sinai? How is this event similar? Why do these stories take place on mountains? Why would Jesus want to meet them? What might they say to each other? What does the voice from the clouds say? Where have you heard this before? What sort of person does this event show Jesus to be? Why is God never seen?</p>
<p>to describe how different people view the impact and significance of Jesus;</p> <p>to ask questions about the nature of Jesus and link their own answers to those of others</p>	<p>Look at contrasting events from Holy Week and Easter e.g. the arrest and Mary's encounter with Jesus in the garden. Discuss how a friend of Jesus and an enemy would tell these stories in different ways (use of language, concentrating on different parts of the event, perhaps ignoring other parts, siding with different characters, etc.) Pupils design and write a newspaper which is either pro- or anti-Jesus including these two events.</p>	<p>What happens in the story?</p> <p>What would Mary / Peter / a friend describe an event? Would they see Jesus as behaving like God in the event? In what ways?</p> <p>What would a Roman / enemy of Jesus describe an event? Would they see Jesus as behaving like God in the event? In what ways?</p>

Concepts Key words	Skills	Attitudes	Resources	Learning outcomes	Levels of achievement	Evaluation
Jesus God significance timeline birth / nativity incarnation Word of God baptism Son of God temptations transfiguration Moses Elijah vision mystery	Interpret Empathise Apply Analyse Discern Reflect Evaluate Synthesise Express	Self-awareness Respect for all Open-mindedness Awe and wonder	Bible Jabberwocky from Lewis Carroll: Through the Looking Glass and What Alice Found There http://en.wikipedia.org/wiki/Jabberwocky Pictures from artists eg http://biblia.com/jesusart/gospels.htm http://www.textweek.com/art/transfiguration.htm For ideas on visualisations see Mary Stone: Don't Just Do Something ... Sit There (RMEP, ISBN 185175105X)	Timelines drawn from group memory; Poems based on pupils' invented words and on God's Word inspired by John I	By the end of this unit: most children will be able to: <ul style="list-style-type: none"> describe some titles for Jesus, linking them to particular stories (AT1); ask questions about the nature of Jesus and link their own ideas to those of other people (AT2) 	
			Pupils' reflections on the visualisation of the temptations	Sound inventions based on Jesus' baptism; (written) explanations of the meaning of these inventions		
Holy week Palm Sunday Maundy Thursday Last supper Betrayal Trial Crucifixion Good Friday Resurrection Easter			Bible	Triptych of Exodus 19: 16 – 20, 1 Kings 19: 11 – 13 and Mark 9: 2 – 8; Poems about these events / experiences (suggested title: Meetings with God)	some children will be able to: <ul style="list-style-type: none"> explain why Christians hold particular beliefs about Jesus and how these compare with other religions' views of Jesus (AT1) ask, and suggest answers to, questions of who Jesus was and of other peoples' relationship to God (AT2) 	